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ABSTRACT

The Gifted and Talented Screening Form (GTSF) was initially developed to introduce the screening process to school districts developing their first programs for gifted and talented children. The GTSF, designed for grades K-9, screens for talent in six general areas: academics, intelligence, creativity, leadership, visual and performing arts, and psychomotor (including athletic and mechanical skills). For each of the 24 test items, students are rated on a scale ranging from never to consistently. When compared to the Social Interaction and Creativity in Communication System (SICCS) instrument, the GTSF scores were consistently and positively correlated with the SICCS measures of creativity, communication, and leadership. This information is presented as evidence of the external validity of the GTSF. The GTSF items, the form for recording students' data, and scoring instructions are included.
(Author/GDC)

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Gifted and Talented Screening Form (GTSF)
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The GTSF was developed initially to introduce the screening process in six talent clusters to school districts developing programs for gifted and talented children for the first time.

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The GTSF screens for talent in the following content areas:

Talent	Items
Academics	#1, 4, 5, 24
Intelligence	#6, 8, 14, 21
Creativity	#3, 10, 12, 19
Leadership	#2, 7, 9, 11
Visual Arts	#16, 17
Performing Arts	#13, 18
Psychomotor-Athletics	#15, 22
Psychomotor-Mechanics	#20, 23

By pooling the visual and performing arts items and the psychomotor items, six general talent areas may be represented with four items respectively. The total score for each talent area is obtained by summing the four appropriate items. Each talent score may vary from 4 (never) to 20 (consistently).

Every effort should be made to have persons doing the screening placed in or already functioning in the natural settings and content areas wherein there is a strong probability of and opportunity for observing talented performance. Also, a broad sampling of available settings, content, and/or task areas of interest for observation and screening should be undertaken. If for any reason it is not possible for one or more of the talent items to be exhibited by the majority of the persons being screened in the setting, serious consideration should be given to other alternative observation periods, settings, and/or observers. If such alternatives are not available, a neutral, constant coding of 3 may be given to all participants on the particular item that cannot appear without distorting the general talent criterion to be established. Repeated screening by a number of observers in a variety of settings can lead to agreement eventually on a single, composite GTSF checklist criterion and is recommended strongly.

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School districts have been encouraged to do a comprehensive job of screening with the GTSF, particularly on K, 1-9 grade levels, and to experiment with different cut-off points in relation to their total talent pool, grade level distribution, programmatic, and legal identification requirements. Typically, a cut-off point within a suggested range of 13 to a maximum ceiling of 20 is established for new screening programs. With more familiarity and screening experience in a given talent area and with the necessary aid of other complementary talent measures, a local school or district GTSF criterion can be refined and established as a systematic part of the overall screening, identification, and evaluation process.

External validity. Technical Report, Number One (1975) details and summarizes the results of more than 18 different school district uses of the GTSF and correlations with other measures of talent. For example, mean GTSF leadership scores were correlated positively with the observed SOCIAL INTERACTION AND CREATIVITY IN COMMUNICATION SYSTEM (SICCS) leadership (r=.27), communication (r=.29), and creativity (r=.21) codings in 12 studies. GTSF intelligence scores correlated positively with SICCS observed communication (r=.30), leadership (r=.27), and creativity (r=.25) codings in 12 studies. GTSF creativity scores were correlated positively with SICCS observed creativity (r=.33), communication (r=.46), and leadership (r=.40) codings in 18 different school studies. The GTSF checklist scores were correlated consistently and positively with all three SICCS observed talent codings.

REFERENCE

Technical Report, Number One, Institute of Human Resources, 70 pgs., 1975.

SOCIAL INTERACTION AND CREATIVITY IN COMMUNICATION SYSTEM (SICCS), Institute of Human Resources, 1975, P.O. Box 14412, Albuquerque, N.M. 87111.

GTSF KEY-SCORE SHEET

ITEMS Academic	Scores
1	_____
4	_____
5	_____
24	_____
TOTAL	_____
Present Talent Criterion	_____

ITEMS Intelligence	Scores
6	_____
8	_____
14	_____
21	_____
TOTAL	_____
Present Talent Criterion	_____

Creativity	Scores
3	_____
10	_____
12	_____
19	_____
TOTAL	_____
Present Talent Criterion	_____

Leadership	Scores
2	_____
7	_____
9	_____
11	_____
TOTAL	_____
Present Talent Criterion	_____

Visual Arts	Scores
16	_____
17	_____
SUBTOTAL	_____
Present Talent Criterion	_____

Psychomotor-Athletics	Scores
15	_____
22	_____
SUBTOTAL	_____
Present Talent Criterion	_____

Performing Arts	Scores
13	_____
18	_____
SUBTOTAL	_____
Present Talent Criterion	_____

Psychomotor-Mechanics	Scores
20	_____
23	_____
SUBTOTAL	_____
Present Talent Criterion	_____

Visual & Performing Arts	Scores
13	_____
18	_____
16	_____
17	_____
TOTAL	_____
Present Talent Criterion	_____

Psychomotor-Athletics & Mechanics	Scores
15	_____
22	_____
20	_____
23	_____
TOTAL	_____
Present Talent Criterion	_____

GIFTED AND TALENTED SCREENING FORM (GTSF)

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1) Can demonstrate an exceptional amount of factual knowledge.

2) Is looked to by others for decisions and direction.

3) Constructs and/or expresses imaginative ideas, stories, or solutions.

4) Can achieve high grades.

5) Enjoys reading and discussing what has been read.

6) Asks penetrating "why" questions that have no easy answers.

7) Can accept personal and social responsibilities.

8) Has curiosity and can have a wide range of interests or hobbies.

9) Takes initiative without being told.

10) Displays a unique sense of humor.

11) Can influence others to take action.

12) Can express original ideas in a spontaneous way.

13) Is able to realistically portray varied roles in story-telling or dramatic activities.

14) Demonstrates an understanding of concepts and relationships beyond his age group.

15) Enjoys considerable physical activity and games requiring coordinated movement.

16) Can put depth, balance, proportion, and originality into art work.

17) Can write with clarity, perceptiveness, realism, and imagination.

18) Enjoys and can participate in vocal, instrumental, dancing, and rhythmic activities.

19) Can hold and defend unexpected and unconventional points of view.

20) Can manipulate and use mechanical objects atypical for his age.

21) Can accept and work through complicated tasks without distraction.

22) Is strong, fast, and well-coordinated.

23) Can visualize and understand complex mechanical relationships and functions.

24) Can apply concepts accurately without special effort.

Date_____School_____Teacher_____Grade_____Class_____

Please indicate below how often the pupils enrolled presently in your classroom and/or school activities exhibit each of the characteristics listed on page one. Indicate to what extent you have observed each of these characteristics for each one of your pupils by writing in the appropriate scale number in the space provided.

For example: 5 Consistently 4 Frequently 3 Occasionally 2 Seldom 1 Never

CHARACTERISTICS

PUPILS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24